

Data Project
Wayne Middle School
2007/2008

Target Group: Whole School
Half Day Activity

ABSTRACT: The purpose of this project was to build cohesion, pride, and unity in our students. We prepared a day of hands-on activities which required working together to solve unusual and complex problems. Students were very engaged in the activities and as they experienced failure and were forced to rely on one another, their cooperativeness and resilience increased. After the activities all students met with a teacher/advisor to process what they experienced and learned.

Objectives: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems. Students will develop the ability to evaluate and to approach life as a contributing citizen in the global community.

CCGP Content: MG:A & PS:B

121 students were impacted

Materials:

- 30 numbered plates
- Masking tape
- Deck of cards
- Jump Ropes
- Balloons
- 10 cardboard squares
- Rope
- Puzzles
- Strips of cloth
- Plywood
- Blind folds
- Splints
- Cotton Balls
- Stop watches
- Tarp
- Stop Watches

Training: All staff received instructions for the activity they led & questions to use for after activity discussion

Staff: All teachers
Counselor: Teresa Taft
Adult Volunteers

Method: Randomly divide the school into groups of 12-13 students. Give instructions for the following activities to teachers: Change Wave, All Aboard, Earthquake Escape, 3 legged sports, Human Knot, Acid River, Jump rope, Explosive Balloons, Begin to All Done, Limited Sensed, and Numbers. Encourage students to work together to solve problems that require all of them to be successful. As they learn from their failures, allow them to try again. Encourage

brainstorming of new ideas. Allow leaders to emerge naturally. Increase resilience by encouraging their efforts. After students have completed all activities, talk with your group about their feelings as they or other students experienced difficulties. Discuss how they overcame problems and how they were able to work together to succeed.

Results were obtained from small group, after activity discussions and from teacher observation on student participation during the activities and improved school cohesiveness after the activity.

RESULTS: During the activities, teachers noticed that some students didn't want to participate at first. Other students gave up easily in the beginning. Through teacher encouragement, and project successes most students became highly engaged in the activities and worked cooperatively for their team success. Even students who are generally non-contributors realized that their team could not be successful without them, and they joined in the effort. Students expressed that they learned that they can do really difficult things if they just keep trying. They also learned that their classmates could rise to the challenge and do difficult things. Their respect for and trust in each other increased. After the activity there was improved student moral in the school. At SEOP conferences many students commented that they liked the activity and that this is a great school.

Implications: This was a good activity which will be repeated in years to come. Students learned to think in new and creative ways. They learned to deal with frustration and failure and to trust the other students in our school.

Mary Bray: WMS Principal

Teresa Taft: WMS Counselor

May 24, 2006

Utah CCGP—Closing the Gap Action Plan
Wayne Middle School
2007-2008

Target Group: 8th grade students
Date: February 19 - March 10

Abstract: A person who works 40 hours per week from age 25 to 65, with two weeks of vacation time each year, will spend 80,000 hours at work. Finding a career that is enjoyable and supports a happy life is one of the most important things that our youth can do.

In addition to our career explorations at school, Wayne Middle School 8th graders participated in a Job Shadow experience. This included a day when students were excused from school to go to work with someone. Students were asked to share what they learned in one of three ways: a power point presentation, an oral report, or a written report. The presentations that students shared with their classes demonstrated that they gained a lot of real information. Students were also able to develop relationships with adults who can assist them in future job pursuits.

Objective: Students will understand self in the world of work. Students will locate and evaluate life/career information. Students will experience the world of work.

CCGP Content: LC:A & LC:B

45 Students impacted

Materials: Computers with internet access and Power Point.
Internet site: bls.gov
Digital cameras

Staff: CTE teachers
Counselor: Teresa Taft
Hosts in the workforce

Method: February 19-25

1. Review information Packet
2. Complete career interests page in class & show to your CTE teacher.
3. Take career page home to discuss possible job shadow hosts with your parents.
4. Arrange the shadow with host
 - a. Ask parent to arrange a job shadow for you on Tuesday, March 4.
 - i. Time spent in the work place must be three hours or more.
 - ii. You must arrange your own transportation.
5. Complete the job shadow agreement form.
6. Get parent signature.
7. Complete KWL form.
8. Give the job shadow agreement form to CTE teacher. DUE on or before February 26.

The day before—March 3

1. Check out digital camera if you don't have one at home that you can use.
2. Review 'Good Employee Practices'
3. Call job shadow host to confirm date and time.
 - a. Ask permission to bring a camera and take a few pictures.
 - b. Ask what time you should arrive and leave.
 - c. Ask what you should wear.
 - d. Thank them.

Job Shadow Day—March 4

1. Dress appropriately, take camera with you.
2. Arrive on time—10 minutes early. If you are sick, call to let your host know that you can't make it.
3. When you arrive, be respectful, follow instructions.
 - a. Shake hands and thank host for letting you spend the day with them.
 - b. Ask your host when you can take a few pictures.
 - c. Ask questions at appropriate times, fill out form.
 - d. Enjoy the experience
 - e. Ask host to fill out the mentor evaluation form.

March 4-March 10 (to be completed at home)

1. Complete reflection sheet and turn in to your CTE teacher.
2. Hand in the completed mentor evaluation and question form.
3. Write a thank you letter to your host. Make two copies. Give one to your CTE teacher and mail the second to your host.
4. Prepare a power point, poster, or report of 'A day in the life...' to share with your class on Monday, March 10. You will find requirements on the last page of this booklet.

Results will be obtained from student presentations, worksheets, and post assessment

Results: 45 students participated in a job shadow where they were able to accompany someone at work in a career they chose to explore. Students reported on their experiences by answering questionnaires and by making power point presentations or oral presentations. 42 of these students felt that they had learned a lot about the career they investigated. Nine students are more convinced after the job shadow experience that they would like a career in that area. Twenty-one students determined that they would not like a career in the area they shadowed. The remaining 15 students are still undecided.

Implications: This was a good activity which will be repeated in years to come. Students gained a lot of experiential information which is difficult to attain in the classroom.

Mary Bray: WMS Principal

Teresa Taft: WMS Counselor

May 24, 2006